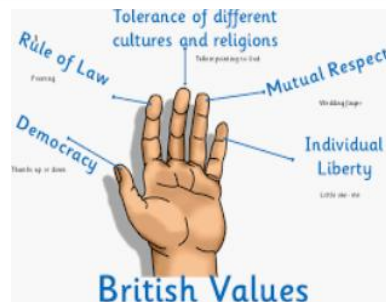




Fundamental British Values within Our Lady & St Benedict's Catholic Academy



In accordance with Our Catholic faith and the Department for Education, we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The Key Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

How this is implemented at Our Lady & St Benedict's Catholic Academy?

Our pupils are encouraged to discuss their viewpoints in lessons and to make decisions as a group, giving them additional choice and autonomy.

We help children to remember the British Values through the thumb and finger model as shown in the diagram above.

Thumb – Democracy

Index finger – The Rule of Law

Middle finger – Tolerance of different faiths and beliefs

Ring Finger – Mutual respect

Little finger – Individual Liberty

DEMOCRACY (Represented by the Thumb, it moves up or down to give opinion)

Each year the children decide upon their class rules and their rights associated with these. All the children contribute to the drawing up of the class rules ensuring that expectations and therefore behaviours are agreed, known and permeate all aspects of school life.

We have a highly active school council which meets at least twice per half-term. The members of the School Council are democratically elected from within their own class Years 1 to 6. To achieve success in this area is

an honour and the children take part in writing manifestos and secret ballots to establish the successful candidate. These democratically elected school council members liaise with their peers and listen carefully at organised meetings. The concerns and suggestions of the class are then brought to the formal School Council Meeting which is supported by a member of the Senior Leadership Team. The School Council is also involved in the recruitment of new staff, wherever possible.

The school council have been involved in gathering opinion about school issues such as which charities to support and playtime improvements. School council members have been taught to implement a 'majority rule' when voting on particular issues. In all classes and in all areas we promote the right to freedom of speech.

Our PHSE provision incorporates Ten Ten and the mind up programme. All classes follow the star rules:

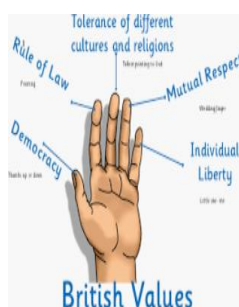
- S- Safe
- T- Team
- A –Achieve
- R – Respect
- S - Smile

Parents have planned opportunities to voice their opinions and there is an 'open door' policy, which parents utilise to speak to Head Teacher.

More specifically...

EYFS	<ul style="list-style-type: none"> • We decide on our class rules and understand why they are important. • We respect and care for our friends. • We treat others how we want to be treated ourselves.
Year One	<ul style="list-style-type: none"> • We work together as a class to decide our class rules. • We listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. • We vote for school council representatives, Benedict Best (RE leaders), Eco warriors and science ambassadors.
Year Two	<ul style="list-style-type: none"> • We decide on our class rules together and understand why they are important. • We understand the schools STAR rules and why these are important for our school community. • We vote for school council representatives, Benedict Best (RE leaders), Eco warriors and science ambassadors.
Year Three	<ul style="list-style-type: none"> • Class rules are agreed in September as we complete our Rights and Responsibilities. • We revisit the school STAR rules in September and discuss their importance. • We vote for school council representatives, Benedict Best (RE leaders), Eco warriors and science ambassadors.
Year Four	<ul style="list-style-type: none"> • Class rules are agreed in September as we complete our Rights and Responsibilities. • We revisit the school STAR rules in September and discuss their importance.

	<ul style="list-style-type: none"> We vote for school council representatives, Benedict Best (RE leaders), Eco warriors and science ambassadors.
Year Five	<ul style="list-style-type: none"> At the start of the year we revisit the STARS whole school rules. We create class rules together at the start of the year and discuss the need for each rule within the class. This is done through group activities and discussion. The whole class votes for school council representatives, Benedict Best (RE leaders), Eco warriors and science ambassadors. School council members are elected during UK parliament week. In year 5 we apply for job roles and responsibilities within the classroom.
Year Six	<ul style="list-style-type: none"> We decide on our class rules together and understand why they are important. We understand the schools STAR rules and why these are important for our school community. We vote for school council representatives, Benedict Best (RE leaders), Eco warriors and science ambassadors. We take on monitor roles in which we lead the rest of the school by example. Through a visit to The Houses of Parliament, children learn about democracy in our country and take part in a workshop on voting and democracy, creating their own mock general election. We learn about times when democracy has failed such as in WW2 when Hitler rose to power.



THE RULE OF LAW (Represented by the Index finger which points)

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Expectations are reinforced regularly and opportunities are sought frequently to praise positive choices.

Keeping safe when using the internet is regularly discussed with children in computing lessons and in assemblies. On- line safety is a feature of every year groups computing provision and an area we actively discuss at every opportunity. All members of the school community sign our Acceptable Use Policy and pledge to use the internet safely.

Pupils modelling behaviour consistent with the school's high expectation are regularly recognised and used as role models to others. The Class Charter sets out expected behaviour and associated rights in each class. PSHE circle time is used as an opportunity to discuss difficult situations that benefit from whole class discussion.

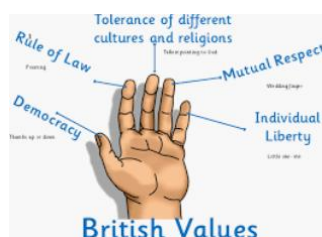
Opportunities are provided regularly for children and staff to participate or spectate in sporting activities which represent good examples of fairness, rules and etiquette in sport for example Multi Skills. Extra-curricular clubs (such as football) emphasise why rules and boundaries are necessary to ensure safety

The school has very good links with authorities such as the Police and Fire Service, who visit and help to reinforce the Rule of Law and educate our children on ways to keep themselves safe.

More specifically....

EYFS	<ul style="list-style-type: none"> • We follow our class rules and understand why they are important. • We remind our friends about our class rules and tell a teacher if we see somebody breaking the rules. • We start to follow the school’s behaviour system and learn what behaviour is acceptable and what behaviour is not acceptable in school.
Year One	<ul style="list-style-type: none"> • We follow our class rules and understand that the rules are there to protect us and others. • We understand the consequences when the rules are broken. • In PE we begin to understand the concepts of fairness and rules.
Year Two	<ul style="list-style-type: none"> • We follow our class rules and understand why they are important. • We remind our friends about our class rules. • In history we learn about World War 1 and begin to understand that there are consequences if rules are not followed. • In PE we begin to understand the concepts of fairness, rules and etiquette. We also begin to understand why these concepts are important.
Year Three	<ul style="list-style-type: none"> • Pupils who model the school rules are recognised and share the expectations with fellow pupils. • Pupils learn about the social order of Ancient Egypt and how rules affected the lives of ordinary Egyptians. • We learn of the importance of fair play in PE as we learn the rules of invasion games.
Year Four	<ul style="list-style-type: none"> • Class rules are followed by all members of the class • Children know that they have responsibilities towards other class members. • In studying Harry Potter, the children discern between right and wrong • In computing, children are often reminded of their legal responsibility online to protect themselves and others • Taking turns and devising rules in PE, helps children to understand being fair and inclusive. • Science teaches us that ensuring things are ‘fair’ safeguards a successful and accurate experiment. This can be linked to your real life.

<p>Year Five</p>	<ul style="list-style-type: none"> • We follow our class rules in line with the school rules – STARS and think about the responsibilities we have to all around us. • We focus on staying safe on line and how we can do this and in computing we learn about the consequences of cyberbullying. • In history we learn about the conflict between the Saxons and the Vikings and the consequences of this. • In PE we focus on rules of games, etiquette and fairness as well as what good sportsman ship looks like to those around us. • Within Bike ability sessions we learn about staying safe whilst cycling on the road and the rules that we need to follow in order to do this.
<p>Year Six</p>	<ul style="list-style-type: none"> • We follow our class rules and understand why they are important. • We remind our friends about our class rules. • In history we learn about World War 2 and begin to understand that there are consequences if rules are not followed. • In PE we begin to understand the concepts of fairness, rules and etiquette. We also begin to understand why these concepts are important. • We visit the fire station and learn more about the role of the police and fire service through the ‘safe and sound’ programme. • In Computing we learn more about online safety and the consequences of cyberbullying and how to protect ourselves online. • During a visit to Parliament pupils learn about how laws are made and upheld and the consequences of not following the rule of law. • We learn about the Ten Commandments in RE and the importance of following rules and God’s guidance for us.



TOLERANCE (indicated by the middle finger which points directly to God)

Within Our Lady & St Benedict’s we constantly promote tolerance towards others from different backgrounds, cultures, languages, faiths and beliefs.

Our Religious Education syllabus and Personal, Social, Health and Emotional curriculum reinforce our commitment towards a tolerant society. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths. At every opportunity we explore the similarities between religions and cultures.

Within RE we dedicate each half-term to a focus on a particular quality that we wish our children to develop. Through our study of Values and Virtues children are asked to reflect upon the way in which we display these qualities which challenge us to be Curious & Active, Intentional & Prophetic, Grateful & Generous, Attentive & Discerning, Compassionate & Loving and Faith-filled & Hopeful

Our children will learn about the major world faiths and the beliefs and practices associated with them. These lessons and experiences facilitate a deeper understanding of our world and the people within it. Knowledge eliminates fear and breeds respect and tolerance towards others. Our school mission statement is inclusive and unlimited 'Loving, Learning and looking forward with Christ'. We want our children to practise this statement throughout their time at school and, throughout life.

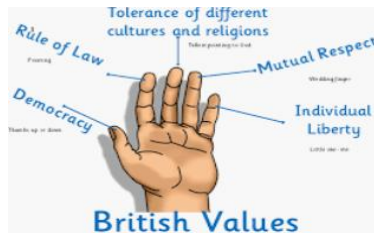
Our Geography curriculum examines other countries and their cultures. We build a firm knowledge of our own country and our own locality within it. We recognise that to appreciate others one must first understand oneself.

At Our Lady & St Benedict's we will actively challenge pupils, staff, parents or anyone in the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

More specifically...

EYFS	<ul style="list-style-type: none"> • We learn about sharing the resources inside and outside the classroom. • We communicate to plan and arrange games and work together, listening to others ideas. • We take turns on the carpet and learn to put our hands up and wait our turn patiently. • We learn about other cultures such as Chinese New Year and Diwali and that it is important to respect others beliefs. • We learn that we are all equally special in God's eyes.
Year One	<ul style="list-style-type: none"> • In History we learn about Mary Seacole and begin to understand Jamaican culture. • In Geography we explore and compare Abbey Hulton to London. • In RE we learn stories that talk about different faiths but we are all part of the same community. • We accept that children may have different faiths and belong to different cultures and that our differences should be celebrated.
Year Two	<ul style="list-style-type: none"> • In Art we look at the work of Clifford Possum Tjapaltjarri and begin to understand the importance of his work for the aboriginal culture in Australia. • In geography we find out about the community of Abbey Hulton, Australia, Llandudno and Florida • In geography, we learn that different cultures live within the same area but that we are all part of the same

	<p>community.</p> <ul style="list-style-type: none"> • We accept that children in our class may have different faiths and belong to different cultures.
Year Three	<ul style="list-style-type: none"> • In our historical study of Hulton Abbey, we learn about the effects of the reformation and Henry the VIII's lack of tolerance for the Catholic faith. • In Geography, we learn that our school community is made up of different ethnicities. Furthermore, we learn about diversity in the Five Towns – our local community. • We have a shared understanding that children and adults in our school have different faiths and have different cultural traditions. • In PSHE we celebrate our differences and practice giving and receiving compliments.
Year Four	<ul style="list-style-type: none"> • In history and geography, we learn about our local area and community, Italy and South America. • We learn about the different cultures and beliefs close to home and across the world. • We talk about and discuss the different faiths that are represented in our school and discuss how these differ and compare. • In art we study Picasso and The Sheng Dynasty. We embrace what art teaches us about culture and belief.
Year Five	<ul style="list-style-type: none"> • In RE we study the Sikhism religion and understand the beliefs of this faith. • In geography we look at our wider community and compare this to other parts of the UK, we also study North America. • We accept and understand that people in our class may have different faiths and belong to different cultures. • In PSHE we focus on living in the wider community and reaching out to others around us.
Year Six	<ul style="list-style-type: none"> • In Art we look at the work of Islamic Artists. • In geography we find out about the community of the Peak District National Park, Trade in the UK and abroad and Natural Disasters both at home and in other countries. • In geography we learn that different cultures live within the same area but that we are all part of the same community. • We accept that children in our class may have different faiths and belong to different cultures. • In History we learn about Early Islamic Civilisation and about Islam as a religion. We also learn about the consequences of intolerance through our learning about WW2 and how Jewish people were persecuted. • In RE children learn about other world religions and how prayer is carried out in other faiths. Through this children learn to be tolerant and accepting of other religions.



MUTUAL RESPECT (indicated by the ring finger)

Children learn that their behaviour has an impact on their rights and those of others. There are many opportunities to develop SMSC (Social, Emotional, Spiritual and Cultural Education) across the curriculum for example through R.E., PSHE, PE, art, music, history, geography, science and English. Children are encouraged to work in collaboration as much as possible either in their class, with other year groups, as mediators, and with other schools in sport or at music and dance festivals.

All members of the school community treat each other with respect. We publish all our behaviour policies on the website and parents, pupils and staff sign a Home-School agreement setting out our expectations. Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. High levels of mutual respect are demonstrated daily in the excellent relationships between staff and pupils.

Children learn about consent. They learn that this means that we give permission for something to happen and by doing so they agree to take part in something. Children learn to understand that we respect each other's decision to take part in or not take part in something.

Our Lady & St Benedict is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school.

Our children learn about a range of Saints from the Catholic Faith; during their feast day we share our learning about them and we celebrate their lives thereby showing respect for their sacrifice.

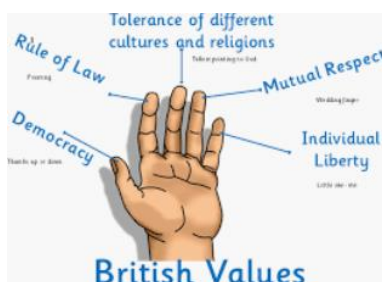
In class, we listen to a range of stories about different faiths and culture. Throughout all areas of the curriculum, children learn that their behaviours have an effect on their own rights and those of others.

More specifically...

EYFS	<ul style="list-style-type: none"> • We enjoy celebrating other children's accomplishments and learning about their experiences. • We treat others as we would like to be treated. • We try to think about how our actions affect others and their feelings. • We learn that we are part of a local, school and church family and that we are all important members of this family.
Year One	<ul style="list-style-type: none"> • In school, respect is promoted across school and it is deeply embedded in all that we do.

	<ul style="list-style-type: none"> • In PSHE we find out about how our behaviour affects others. • In PSHE we understand the qualities that build a positive relationship with friends. • In school we understand that bullying is wrong and unacceptable. • In RE we understand that we should treat others how we would like to be treated.
Year Two	<ul style="list-style-type: none"> • In PSHE we find out about how our behaviour affects others. • In PSHE we understand that there is appropriate and inappropriate behaviour. • In PSHE we understand that relationships can be positive and negative and that bullying is wrong and unacceptable. • In PSHE we find out that we are part of different communities and that we have responsibilities in each of the communities. • In design technology and art we celebrate each other's accomplishments.
Year Three	<ul style="list-style-type: none"> • During science group work, we share our ideas for enquiries, and we value all contributions. • In PSHE we practice mindful skills for listening and communicating. We prepare our brains to focus during times when we might not be showing respect to others. • In PSHE we recognise how other feel in various situations and reflect on ways to stay emotionally healthy. • In art and design and technology we celebrate each other's achievements through peer assessment.
Year Four	<ul style="list-style-type: none"> • Our class rules are based around ensuring that our class members feel safe, secure and respected. • In PSHE we have a strong focus on respect for others words, feelings and beliefs. • In PE we celebrate others achievements and efforts. • In all subjects, children show respect to others who share their work and ideas by listening and responding positively. • We celebrate as a class when someone achieves above and beyond.
Year Five	<ul style="list-style-type: none"> • In art and DT we peer evaluate our final pieces of work and offer constructive feedback commenting on our successes and ways to improve upon our ideas. • In the classroom we model ways to treat and respect each other and how we can deal with behaviours that affect us. • In PSHE we understand that the impact of bullying on those around us and the consequences of our actions. • In PSHE we focus on making good choices and the implications of this. • In PSHE and computing we learn about sharing online and that we have a responsibility to others and that what we may post online may have consequences for ourselves and

	<p>others.</p> <ul style="list-style-type: none"> • In RE we learn about other faiths and that we should show mutual respect for the beliefs and values.
<p>Year Six</p>	<ul style="list-style-type: none"> • In PSHE we find out about how our behaviour affects others. • In PSHE we understand that there is appropriate and inappropriate behaviour. • In PSHE we understand that relationships can be positive and negative and that bullying and cyberbullying is wrong and unacceptable. • In PSHE we find out that we are part of different communities and that we have responsibilities in each of the communities. • In design technology and art we celebrate each other's accomplishments. • In RSE we learn about male and female reproductive organs and show mutual respect whilst learning about these body parts. • In RE we learn about other faiths and customs of prayer in other religions showing mutual respect for the beliefs and values of others. • In PE we learn about fair play and showing mutual respect to other teams, referees and coaches.



LIBERTY (The little finger which stands alone)

At Our Lady & St Benedict's, pupils are actively encouraged to make choices, knowing that they are in a safe and empowering environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; for example, in computing through our approach to Online Safety.

Our Lady & St Benedict's pupils are given the freedom to make many choices, be this in class, through their choice of learning challenges, a wide range of extra-curricular activities, through fundraising or their choice of sporting opportunities, for example.

Safeguarding our pupils and staff is paramount and PSHE/e-Safety lessons equip pupils with the skills to make safe choices. On-Line safety is taught in every year group throughout the school and is discussed at all opportunities.

EYFS	<ul style="list-style-type: none"> • We try a range of activities and experiences to develop our self-knowledge, self-esteem and self-confidence. • We are allowed to take risks and try new things because this helps us to learn and better understand ourselves. • We talk about different jobs and careers and begin our journey to become confident, aspirational, successful adults.
Year One	<ul style="list-style-type: none"> • In school pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. • Throughout all lessons we learn that we can share our own ideas and that we have the right to be listened to. • In computing the pupils understand and exercise their rights and personal freedoms and are advised how to exercise these safely online.
Year Two	<ul style="list-style-type: none"> • In PSHE we understand that as part of all the communities that we are involved in we are valued and have our own rights. We also learn that we have the freedom to express our own opinions. • In all lessons we learn that we can share our own ideas and that we have the right to be listened to. • In the foundation subjects we learn about the jobs that people have been involved in and that we have the choice to work hard to access these careers and vocations. • In computing we think about how we can leave a digital footprint online. We also begin to understand the steps that can be taken to keep out personal data secure.
Year Three	<ul style="list-style-type: none"> • In PSHE we identify dreams and goals and understand the challenges other face when achieving their goals. • We respect out fellow pupils in all lessons. Pupils take turns to share their ideas and respond in the correct manner. • In RE and collective worship we identify that people have different callings and vocations from God. • When studying online safety, Year 3 learn that we have a right to use the internet in a manner that is both safe and secure. Furthermore, we understand that the choice we make online can have long lasting consequences.
Year Four	<ul style="list-style-type: none"> • When beginning a new subject, we discuss the possibilities of future careers and learning. • We reinforce that hard work and aspirations can lead to interesting vocations • In computing, we learn about our online footprint and how amazing and dangerous the online community can be. We

	<p>discuss how to keep ourselves and our information safe.</p> <ul style="list-style-type: none"> • In all subjects, we learn that our opinions do and always will matter and that we have a right to voice them in a controlled and respectful way.
Year Five	<ul style="list-style-type: none"> • In PSHE we learn about the vocations and careers that we the opportunity to pursue and how we can do this. • In PSHE and Computing we learn about ways to stay safe online and thinking about the consequences of what we share online. • In all lessons we are encouraged to give our ideas and opinions and that we have the right to be listened to as well as the responsibility to listen to others.
Year Six	<ul style="list-style-type: none"> • In PSHE we understand that as part of all the communities that we are involved in we are valued and have our own rights. We also learn that we have the freedom to express our own opinions. • In all lessons we learn that we can share our own ideas and that we have the right to be listened to. • In the foundation subjects we learn about the jobs that people have been involved in and that we have the choice to work hard to access these careers and vocations. • In computing we think about how we can leave a digital footprint online. We also begin to understand the steps that can be taken to keep our personal data secure. • In year 6, we have the choice to take part in extracurricular activities such as sports and SATs Booster clubs.